

# Careers Education, Information, Advice & Guidance Policy (CEIAG)



**THE LADDER  
SCHOOL**  
Redefining alternative provision



Date for Review	In line with The Mercian Trust's policy schedule
Date posted on website	January 2026
Member of staff responsible for the policy	Georgina Cooke
Date adopted by the Local Governing Body	March 2025
Signed by Headteacher	
Signed by Chair of Governing Body	 [Nicola Walters]



## Version Control

Version	Author	Date	Changes Made
1.0	TL	April 2020	First Edition
1.1	TL	May 2021	Reference to virtual work experience
1.2	TL	April 2022	Reformatting and amendment to name of Career Lead
1.3	GC	June 2022	Including benchmarks
1.4	GC	April 2023	Baker clause, access arrangements and benchmarks
1.5	G.Cooke	March 2025	Aim and Objectives added. Uploaded name of Careers Leader and Careers Advisor
1.6	GC	January 2026	Baker Clause changed to Years 7-13

## 1. Aims and Objectives

- 1.1 Our aim at The Ladder School is to equip our students with the knowledge and skills necessary to succeed during their future lives and careers.
- 1.2 Central to that is providing high quality internal and independent careers education, information, advice and guidance (CEIAG) through the curriculum, through 1-2-1 support and work experience visits.
- 1.3 Ensuring our school is fully compliant with the Gatsby Benchmarks: [Updated Benchmarks Overview](#) | [Gatsby Benchmarks](#)

## 2. Legal Framework

2.1 This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009



- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

### 3. Careers Provider Access

- 3.1 At The Ladder School we welcome a wide range of providers into our school to help support the CEIAG provision for all of our students. We have a range of established events throughout the school year to support students in different year groups and cohorts.
- 3.2 We welcome new opportunities to work with existing and new external providers to develop innovative and exciting learning experiences for our children.
- 3.3 A provider wishing to request access should contact:
- Telephone: 01922 285848 ext. 3123
  - Email: [G.Cooke@TLS.merciantrust.org.uk](mailto:G.Cooke@TLS.merciantrust.org.uk)
- 3.4 We will always try to provide access wherever possible. Access to students may be granted / refused based on the following criteria:
- The needs of the students
  - The needs of the curriculum
  - Timing of request (e.g. not during busing exam / assessment periods)
  - Timing of the day
  - Nature of request from the provider
  - Number of requests received from providers
  - Number of requests received for a particular cohort of students
  - Quality of previous interactions with our students
- 3.5 This list is not exhaustive, and each access request will be considered on a case-by-case basis. The decision to grant or deny access to students will be made by the Associate Principal.
- 3.6 Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.
- 3.7 Education and training providers will be expected to adhere to this policy. Please ensure that this policy is read before requesting access. This policy can be found on the website.



- 3.8 The School will organise space for discussions as appropriate to the activity. We will also make available specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead.
- 3.9 Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Lead who will distribute the relevant information to students.
- 3.10 We allow access to colleges and training providers to all students and are fully compliant with the "Baker Clause."

## 4. The Baker Clause

- 4.1 Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in Years 7 to 13 to inform them about approved technical education qualifications and apprenticeships. At The Ladder School we act impartially and not show any bias towards any route, be that academic or technical. We promote the full range of technical options and open our doors to other education and training providers, providing a range of opportunities for providers to talk to all year 8 - 13 students about their offer. Students are made aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications.

## 5. Roles and Responsibilities

- 5.1 The local governing board is responsible for:
- Ensuring that all registered students are provided with independent careers guidance from Year 9 to Year 11
  - Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. An annual Careers Programme will set out these arrangements.
  - Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.



- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaint's Policy.
- Providing clear advice and guidance to the Associate Principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

## 5.2 The Careers Leader is responsible for:

- Managing the provision of careers information.
- Liaising with the Associate Principal and the Careers Enterprise Adviser to implement and maintain effective careers guidance.
- Liaising with the lead for Skills and other subject leaders to plan careers education in the curriculum.
- Liaising with pastoral staff to identify students needing guidance.
- Referring students for independent, impartial careers advice.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their students.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well informed about their future options at every stage.
- Using the [Compass Tool](#) for self-evaluating the careers provision the school offers and linking this to Gatsby benchmarks.



- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Close work with the Pastoral Team to identify the guidance needs of all students with SEND and implement personalised support.
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

### 5.3 The careers adviser is responsible for:

- Reporting regularly to the SLT, regarding student progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up to date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage students to sign up to the school's career service.
- Attending regular network meetings with other careers leaders in the Trust and within the Black Country to discuss the school's career plan.
- Providing an open-door service for students to drop in and discuss their options.
- Arranging meetings and follow-up appointments with students who are interested in the careers service.
- Offering services to past students for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

### 5.4 Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up to date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.



- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

## 6. A Stable Careers Programme

- 6.1 The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed **termly** against the benchmarks to ensure it remains on target.
- 6.2 A Careers Leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the career's leader will be published on the school website. Our Careers Leader is Gina Cooke.
- 6.3 A Careers Advisor will be appointed to support the Careers Leader and to provide individual, tailored careers guidance to students. The Careers Advisor is Rachael Maybank.
- 6.4 Details of the school's careers plan will be published on the school website inviting students, parents, teachers, governors and employers to provide feedback.
- 6.5 The Associate Principal will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.



## 7. Labour Market Information

- 7.1 The school will ensure every student, and their parents, has access to good quality information about future study options and labour market opportunities.
- 7.2 Students and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- 7.3 The school will ensure students and their parents understand the value of finding out about the labour market and support them in accessing this information. Students and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 7.4 The school will ensure that all students, from the moment they start at the school, will access and use information about career paths and the labour market to inform their decisions on study options.
- 7.5 The school will provide students with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do.
- 7.6 The school will make use of local enterprise partnerships to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- 7.7 To support social mobility and equity, the school will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle stereotypes, especially those based on protected characteristics such as gender, sexuality, race disability and socio-economic background; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.



## 8. Addressing the Needs of Students

- 8.1 The school's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 8.2 All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- 8.3 Comprehensive and accurate records will be kept to within the online Careers Tracking software Compass Plus. The school will allow access to this information, should a student or their parent request it.
- 8.4 Destinations data will be retained by the school for at least three years. Information about destinations, e.g. the percentage of students attending sixth form or college will be published on the school's website alongside the school's careers programme.
- 8.5 The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Associate Principal and Careers Leader on a termly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.
- 8.6 We will seek the advice of Trust Directors for expert advice when needed, especially the Director of SEND.

## 9. Targeted Support

- 9.1 The school will work with Local Authorities to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available locally.



- 9.2 The school will work in partnership with their commissioning schools and Local Authorities, as well as post-16 providers, to provide support and advice on transitional pathways into Further Education or training.
- 9.3 The school will work with Jobcentre Plus under their 'Support for Schools' programme.
- 9.4 The school will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 Further Education.
- 9.5 To support students who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with Local Authorities and local post-16 education or training providers to share student data and ensure these students receive such support.
- 9.6 The school will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with financial hardship. Students will be advised of how to access this funding and who they should speak to find out more information.
- 9.7 Should students' parents/carers need support with any of these things; the school will endeavour to support them to support their children.

## 10. Students with Special Educational Needs & Disabilities

- 10.1 The school will ensure that careers guidance is differentiated, adapted and, if appropriate, based on high aspirations and a personalised approach.
- 10.2 The Careers Leader will work closely with staff to support students to understand different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of students to help them understand what career options are available.
- 10.3 Surveys will be conducted to find out individual student's aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students needs based on their own aspirations and abilities.



10.4 Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

10.5 The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations.



Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

10.6 Careers guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or higher education (HE).

10.7 The SEND local offer will be utilised; annual reviews for a student's EHC plan will be informed by good careers guidance.

10.8 Students with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy. This will be arranged by the school's SENDCO.

10.9 When arranging work experience for students, the school will work with the employer to determine any additional support that will be needed during the work placement.

## 11. The Curriculum

11.1 The school will work to integrate careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.

11.2 The school will ensure that every student is exposed to the world of work from the age of 14.

11.3 Students are expected to study the core academic subjects at GCSE, including English, Maths, Science and a range of vocational subjects. This is occasionally adapted depending on individual student need and pathways.

11.4 Students will be informed that if they do not achieve a grade 4 or higher in GCSE Maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

11.5 The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to.



11.6 At least one, ideally two encounters for students during the 'first key phase' (Y9) that are mandatory for all students to attend.

11.7 Two encounters for students during the 'second key phase' (year 10 or 11) that are mandatory for all students to attend.

11.8 Two encounters for students during the 'third key phase' (Years 12, 13 and 14) that are mandatory for the school to put on but optional for students to attend.

## 12. Work Experience

12.1 The school will ensure that all students have had at least one experience of a workplace by the age of 16 and at least two if with us Post 16. These might include:

- Workplace visits
- Work experience (1-2 weeks)
- Job shadowing
- Career-related volunteering and social action

## 13. Further Education (FE)

13.1 Students are required to remain in education or training until at least their 18<sup>th</sup> birthday. Not all Year 11 students will choose to remain at The Ladder School.

13.2 The school will provide students with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

13.3 Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all students in Years 9 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

13.4 The school will ensure that there are opportunities for providers to visit the school and speak to students in Years 9 to 11, by maintaining connections



with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.

13.5 A range of opportunities for visits from providers offering other options, such as FE will also be provided.

13.6 A [policy access statement](#) will be published on the school website and will include:

- Any procedural requirements in relation to requests for access.
- Grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

## 14. Personal Guidance

14.1 All students will be provided with opportunities for personal guidance interviews with a qualified Careers Adviser. Such interviews will take place by the time the student reaches age 16.

14.2 Careers advisers will meet the professional standards outlined by the [Career Development Institute](#). The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

14.3 Careers advisers working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions.

14.4 Careers advisers working with Looked After Children or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

14.5 In order to best support the longer-term social equity and opportunities of our young people, we will continue to offer CEaIG to former students for two years after they have come off our roll should they request it. We are committed to their lifelong success.

## 15. Information Sharing



- 15.1 The school will provide the relevant information about all students to Local Authority support services including:
- Basic information, such as the student's name or address
  - Other information that the Local Authority requires to support the student to participate in education or training to track their progress
- 15.2 The school's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.
- 15.3 Local Authorities will be notified, as early as is possible, whenever a 16- or 17-year-old student leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

## 16. Monitoring and Review

- 16.1 The LGB governors, in conjunction with the Associate Principal and Careers Leader, will review this policy on an annual basis, considering the success of supporting students in accessing post-16 education and training.
- 16.2 The Associate Principal will make any necessary changes to this policy and will communicate these to all members of staff.

